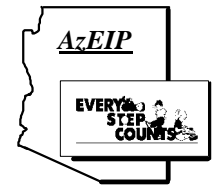


Review Guide

Child File Audit for Service Coordination and/or Service Provision



Use the Review Guide for the child file audit of service coordination and/or service provision. The document contains the requirements under the Individuals with Disabilities Education Act (IDEA), Part C, and AzEIP Policies and Procedures, and reflects the role of AzEIP in supporting families' efforts to promote their child's growth, development, and participation in their family and community activities.

The program/agency team will review at least 2 files from each service coordinator in a given unit or program for the program self-assessment. If themes, trends or issues are identified, the team may request an audit of additional files from a specific service coordinator or service provider or a random sample from the program or agency.

<p>Reviewer:</p> <p>Date of Site Visit:</p> <p>Agency/Contractor Visited:</p>	<p>Record the demographic information from the child file.</p> <p>I. D. # from child file: _____</p> <p>Date of Referral to AzEIP: _____</p> <p>Date of Initial IFSP: _____</p> <p>Reason if over 45 days: _____ family _____ system</p> <p>Date of IFSP Review: _____</p> <p>Date of Annual IFSP _____</p>
<p>Conduct the file review and circle the applicable code. Make comments as necessary.</p> <p style="text-align: center;"> C = Compliance N = Not Compliant N/A = Not Applicable </p>	

	Record Access Log	Comments
C	<p>Each child's file must include an access log that records who has reviewed the child's file and what information has been released. The access log should include the name of the person, the date access was given, and the purpose for which the person was authorized to access the records.</p> <p>Method: Determine if an access log is in the file and that the log contains the required components. Access logs must be in the file prior to review for this item to be in compliance.</p> <p>C = Access sheet in place</p>	
N	<p>N = No access sheet is in the file</p> <p>NOTE: If access log is not in place, please obtain an access log, sign it, and insert it into the file the review.</p>	

Early Intervention Services in Natural Environments Evaluation and Assessment

1. Each family has access to a service coordinator who facilitates on-going, timely early intervention services.		
303.344(g)(1)		
1.a.	1.a. Documentation of a <u>single</u> service coordinator across agencies.	Comments
C	Method: Review the IFSP cover sheet to find the name of the service/support coordinator.	
N	C = The cover sheet contains the name of one service/support coordinator. N = The name of the service/support coordinator is not indicated or there are multiple names listed.	

2. Evaluation and assessment of child and family needs leads to the identification of all child needs and family needs related to enhancing the development of the child.

		Comments
<p>2.a.</p> <p>C</p> <p>N</p>	<p>2.a. Documentation of family's daily routines, activities and interactions. Description includes examples of the child's developmental skills and successes/challenges within the routines, activities and interactions.</p> <p>Method: Review the Daily Routines, Activities and Interactions page for a description of the family's routines, activities and interactions.</p> <p>C = The description includes information regarding the child's developmental strengths and difficulties in participating in the routines, activities, and interactions.</p> <p>For example: <i>The family always eats meals together. During mealtimes, Jasmine sits in her high chair with blankets rolled up behind her and on her sides. She loves to eat and is primarily eating baby food. She is just beginning to put food in her mouth when someone puts it into her hand. She is beginning to hold her bottle for a few seconds. She does better holding her bottle when she is in her car seat.</i></p> <p>N = There is no description of the daily routines, activities or interactions.</p>	

303.322; 303.344(b)	<p>2.b. Documentation of the family's resources, priorities, concerns, and interests related to enhancing their child's development.</p> <p>Method: Review the Family's Resources, Priorities, and Concerns page of the IFSP for documentation of the resources, priorities, concerns and interests.</p> <p>C = There is information about the family's resources, priorities, concerns and interests. This information is voluntary. There may be a statement that the family does not want to provide the information.</p> <p>N = The page does not include any information or does not indicate that the family did not want to share the information.</p>	Comments
303.322(a)(1)	<p>2.c. Documentation that evaluation and assessment was multi-disciplinary (2 or more professional disciplines involved).</p> <p>Method: Documentation may be found in several different forms: Developmental History from IPP, Outcome Eligibility Summary form or the Child's Summary of Present Levels of Development page of the IFSP. Review them for evidence of multiple evaluators.</p> <p>C = There is written documentation that at least two different professional disciplines were involved in the evaluation and assessment process.</p> <p>N = Only one professional discipline is represented as participating in the evaluation and assessment.</p>	Comments

<p>2.d.</p> <p>C</p> <p>N</p>	<p>2.d. Documentation that evaluations and assessments included <u>all</u> areas of development, including vision and hearing.</p> <p>Method: Documentation may be found in several different forms: Developmental History from IPP, Developmental Evaluation Report, or the Child's Summary of Development. Review them for evidence that <u>all</u> areas of development were addressed.</p> <p>C = There is written documentation that <u>all</u> the areas of development (physical development, including vision, hearing, and health status), cognitive development, communication development, social-emotional development, and adaptive development were addressed in the evaluation and assessment process.</p> <p>N = The evaluation and assessment does not include <u>all</u> the developmental domains mentioned above, including vision and hearing.</p>	<p>Comments</p>
<p>303.322</p> <p>2.e.</p> <p>C</p> <p>N</p>	<p>2.e. Documentation that evaluations and assessments were conducted in the primary language of the family.</p> <p>Method: Review the cover page of the IFSP for the family's reported primary language. If the family's primary language is other than English, look at the reports or developmental summary to see if the evaluation was conducted in the primary language.</p> <p>C = The report was written in the family's primary language or there is documentation in the developmental summary, contact notes, or in the evaluation and assessment report that an interpreter was present.</p> <p>N = The report was not written in the family's primary language or there was no documentation in the developmental summary, contact notes or report that an interpreter was present for the evaluation and assessment.</p>	<p>Comments</p>

<p>2.f.</p> <p>C</p> <p>N</p>	<p>2.f. Documentation that the evaluation and assessment addressed the family's identified resources, priorities, concerns, daily routines, interactions and activities.</p> <p>Method: Review the evaluation and assessment report and the forms collecting information about the priorities, resources, concerns, daily routines, interactions and activities of the family.</p> <p>C = The evaluation and assessment report or the Child's Present Levels of Development page of the IFSP identified, addressed and/ or reflected the family's resources, priorities, concerns, daily routines or interactions gathered on the corresponding IFSP pages. The use of this information may be reflected through the choice of evaluation and assessment instruments, or with explicit reference in the summary or the report. If parents had questions or concerns listed on the Family Resources page of the IFSP, they should be addressed or answered in the evaluation and assessment report. The child's developmental strengths and challenges were described within the context of the family's daily routines or interactions.</p> <p>N = The report and/or summary does not address the parents' questions or concerns and does not describe the child's development within the family's daily routines and interactions.</p>	<p>Comments</p>
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3. IFSP includes components required by IDEA, Part C, and AzEIP policies and procedures.

303.322 (c)(3); 303.344(a)(1)		Comments
<p>3.a.</p> <p>C</p> <p>N</p>	<p>3.a. Documentation of a developmental summary that addresses the following areas of development:</p> <ul style="list-style-type: none"> • Physical development (including health, vision and hearing) • Cognitive • Communication • Social/emotional • Adaptive <p>Method: Review the developmental summary. The summary should address all the following areas: physical development (including vision, hearing, and health status), cognitive development, communication development, social or emotional development, and adaptive development.</p> <p>C = The summary of the Child's Present Levels of Development includes a statement of the child's present levels of physical development (including health status, vision, and hearing), cognitive development, communication development, social-emotional development, and adaptive development. Vision and hearing screening instruments and evaluation/assessment tools are cited, including the date.</p> <p>N = The summary does not include all the developmental domains mentioned above, including health status, vision, and hearing. A statement that the parent has no concerns about vision and hearing is not acceptable. The statement should include what vision and hearing screening or evaluation instruments were used.</p>	

	<p>3a (1) Documentation of an integrated developmental summary that addresses the family's identified priorities, concerns and questions and describes the child's development within the context of daily routines, activities and interactions,</p> <p>Method: Review the developmental summary. The summary should address and integrate all areas of development within the context of the family's priorities, concerns, and the daily routines, activities and interactions. Review information included on the Family Resources, Priorities, and Concerns, and the Daily Routines pages of the IFSP to see if the information is reflected in the summary.</p> <p>C = The summary of the Child's Present Levels of Development includes a statement of the child's present levels of physical development (including health status, vision, and hearing), cognitive development, communication development, social-emotional development, and adaptive development in the context of the family's priorities, concerns, and daily routines and activities.</p> <p>N = The summary includes a description of the child's development within the individual developmental domains and is not integrated (motor, social, adaptive, cognitive, communication).</p>	
<p>303.344(c)</p> <p>3.b.</p> <p>C</p> <p>N</p>	<p>3.b. Documentation of functional outcomes, with timelines, that relate to the family's identified priorities, concerns, daily routines and activities.</p> <p>Method: The IFSP must include the major outcomes expected to be achieved by the child and family, the criteria, procedures, and timelines.</p> <p>C = The outcome(s): (1) reflect the family's identified priorities, concerns; (2) are written in functional terms (related to daily routines or activities); and (3) include timelines</p> <p><i>Example: Jasmine will sit in her high chair by Christmas so that she can participate in our family's traditional sit down dinner on Christmas day.</i></p> <p>N = The outcomes do not meet <u>all</u> the criteria stated above.</p> <p><i>Example: We want Jasmine to sit.</i></p>	Comments

<p>303.344 (c)</p> <p>3.c.</p> <p>C</p> <p>N</p>	<p>3.c. Documentation of strategies/activities to meet the outcome(s); people who will learn, teach, and do, and the natural environments or settings. Strategies and activities use the child's preferences and interests and the family's daily routines, activities, interactions and resources from the Daily Routines page.</p> <p>Method: Review the pages that collect information on the family's resources, priorities, and concerns and their daily activities and routines. Then review the outcome pages of the IFSP, specifically, the activities/ideas, people who will teach, learn, do, and the natural environments section. The information on all the pages should be related and consistent.</p> <p>C = The strategies/activities build upon the family's routines and activities, and the child's interests and preferences. The people who will learn, teach and do reflect the child's caregivers, family resources, the settings, and learning opportunities identified by the family from the Daily Routines and Family Resources page of the IFSP.</p> <p>N = Information on the outcomes pages are missing strategies/activities, people, locations related to the family resources and the settings, learning opportunities identified by the family from the Daily Routines and Family Resources page of the IFSP.</p>	<p>Comments</p>
<p>3.d.</p>	<p>3.d. Documentation on that services identified on the IFSP are provided in natural environments.</p> <p>Method:</p> <p>Review the Child/Family Desired Outcomes page of the IFSP to verify that the identified Natural Environments (activity settings or places are) are those settings or places where children without disabilities would participate in AND the</p> <p>Supports and Services page of the IFSP in the section "In what activity setting will this take place" the activity settings and or places identified are those in which children without disabilities would participate in. These should align with the Natural Environment section of the Child/Family Desired Outcomes pages.</p>	

<p>303.12; 303.18; 303.344(d)(ii)</p> <p>3.e.</p> <p>C</p> <p>N</p>	<p>3.e. If the team determined a setting other than a natural environment is the most appropriate setting to meet the outcome, a <u>justification</u> and <u>transition timeline</u> must be included.</p> <p>Method: Note on the Child/Family Desired Change-Outcomes page under “Natural Environments” or on the Supports and Services page under the “Where” column whether intervention is to take place at a setting other than a natural environment.</p> <p>C = All services are provided in the natural environment or A setting other than a natural environment was identified and a corresponding justification outlining the following is included:</p> <ul style="list-style-type: none"> • how/why the team determined the outcome could not be achieved in the natural environment, • how the supports/services will be generalized to the natural environment; and • timeline for moving the support/service into the natural environment. <p>N = A setting other than a natural environment was identified but there was no corresponding justification meeting the above criteria.</p>	<p>Comments</p>
<p>3.f.</p> <p>C</p> <p>N</p>	<p>3.f. Documentation of identified IFSP services linked to an outcome(s).</p> <p>Method: Review the Supports and Services page of the IFSP.</p> <p>C = All supports and services are linked to an outcome(s) and indicated by number.</p> <p>N = The supports and services are not linked to an outcome(s) indicated on the IFSP.</p>	<p>Comments</p>

<p>303.344(d)(1)</p> <p>3.g.</p> <p>C</p> <p>N</p>	<p>3.g. Documentation of frequency and intensity of services; start and end date; the projected dates; duration of services; and who pays.</p> <p>Method: Review the Supports and Services page.</p> <p>C = All identified supports and services include the following information:</p> <ul style="list-style-type: none"> (1) frequency and intensity (meaning the number of days or sessions that a service will be provided); (2) length of time each service is provided for each session; (3) the planned start and end dates (the projected dates for initiation of services as soon as possible after the IFSP meeting); (4) the anticipated duration of those services; and (5) who will be paying for the service(s). <p>The start dates of the services should not be the date of the IFSP.</p> <p>N = Any of the above elements are missing under any of the identified supports and services.</p>	<p>Comments</p>
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<p>303.344(e)(1)(2)</p> <p>3.h.</p> <p>C</p> <p>N</p>	<p>3.h. Documentation of “Other Related Services” includes identification and coordination with family and community resources.</p> <p>Method: Review the section on the IFSP Supports and Services Page titled “Other Related Services.”</p> <p><i>Example: WIC</i></p> <p>C = Other related services are listed in the section of the Supports and Services Page. If there are resources or services listed on the Family Resource page, such as Early Head Start, Healthy Families, CRS, or respite provided through ALTCS , these should be reflected under this section. These services may include medical and other services that the child needs, but are not required under Part C of IDEA. Include the funding sources to be used to pay for those services and/or the steps taken to secure those services through public or private sources. (This section does not include routine medical services.)</p> <p>N = The family identified other resources or services on the Family Resource page but they are not listed in this section.</p>	<p>Comments</p>
<p>3.i.</p> <p>C</p> <p>N</p>	<p>3.i. Documentation that the family received AzEIP Family Surveys at the annual IFSP meeting(s).</p> <p>Method: Review the IFSP Team Page to see if the parent checked that they received copies of the AzEIP Family Survey.</p> <p>C = A check is present indicating that the family received the survey.</p> <p>N = There is no indication that the family received the survey.</p> <p>N/A = Reviewing Initial IFSP and therefore does not apply.</p>	<p>Comments</p>

<p>303.343 (a)(1-2)</p> <p>3.j.</p> <p>C</p> <p>N</p>	<p>3.j. Documentation that the Service/Support Coordinator and other team members participated in the IFSP meeting by attending or submitting a report.</p> <p>Method: Review the IFSP team page to ensure team members were either present or submitted a report.</p> <p>C = All team members were listed and their presence or a report was indicated.</p> <p>Each initial and annual IFSP meeting must include: the parent(s) of the child; other family members as requested by the family; an advocate as requested by the family; a service coordinator; a person(s) directly involved in the evaluation and assessments; and, as appropriate, person(s) who will providing services to the family and child. If those involved in the evaluation and assessment are unable to attend the meeting, arrangements must be made for the person's involvement through other means.</p> <p>N = Neither attendance nor report are indicated.</p>	<p>Comments</p>
<p>303.323</p> <p>3.k.</p> <p>C</p> <p>N</p>	<p>3.k. IFSP, assessments, and materials are documented in a manner understandable to the family, that is culturally and linguistically appropriate.</p> <p>Method: Review the assessments, reports and materials that support the IFSP.</p> <p>C = The reviewer is able to identify that the family's priorities and concerns were addressed; and the evaluation, assessments and IFSP meeting were conducted in the family's primary language. The information in the IFSP portrays a picture of the family's values, beliefs, routines, activities (celebrations, cultural events and practices) and interactions. All information is presented in a manner comprehensible to the family. The supports and services build on and strengthen the family's identified resources.</p> <p>N = The IFSP, assessments, and materials are not documented in a manner comprehensible to the family, or are not conducted in the primary language of the family and culturally do not reflect the family's priorities, concerns, activities, routines, rituals, and/or celebrations important to the family.</p>	<p>Comments</p>

<p>3.I.</p> <p>C</p> <p>N</p>	<p>3.I. Documentation of distribution of IFSP to team members within <u>two</u> weeks of development.</p> <p>Method: Review the Record Access Log to see if the IFSP was sent to all team members within <u>two</u> weeks. If the information is not recorded there, read through the progress notes to look for notations that the IFSP was mailed to team members within <u>two</u> weeks of the date of the IFSP.</p> <p>C = The Record Access Log or progress notes indicate the IFSP was released/sent within <u>two</u> weeks to IFSP team members.</p> <p>N = There is no documentation in either the Record Access Log or progress notes that the IFSP was sent to the team members within <u>two</u> weeks.</p>	<p>Comments</p>
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4. All children and families are receiving all the services identified on the IFSP.

	Number of IFSP SERVICES (not including Other related services	Comments
303.342 4.a. C N	<p>4.a. Documentation that identified service(s) to support the outcome(s) is provided in accordance with the start dates on the IFSP.</p> <p>Method: Review progress notes, IFSP, billing information to find documentation of the start date for EACH OF the service(s).</p> <p>C = There is documentation in contact notes or progress notes from providers that the start date of each identified service(s) was within 30 days of the start date on the IFSP.</p> <p>N = There is indication that the start date of each identified service(s) was more than thirty days after the start date indicated on the IFSP and/or indication that not ALL services identified on the IFSP are being provided.</p>	
303.342 4.b.	<p>4.b. Number of services out of the total number of services provided in a timely manner.</p> <p>Method: Review progress notes, IFSP, billing information to find documentation that EACH OF the service(s) is being provided within 30 days of the planned start date.</p> <p>Record the number of IFSP services (not including Other Related Services) provided in a timely manner over the total number of services (not including Other Related Services). For example 3/5 services were provided in a timely manner</p>	

<p>303.342(b)(1)(i) (ii)(2)</p> <p>4.c.</p> <p>C</p> <p>N</p>	<p>4.c. Documentation of on-going reviews and changes on the IFSP form. Parents initial any changes, including outcomes or services, on the IFSP. SC initials, dates and documents any changes agreed upon via the phone.</p> <p>Method: Review any IFSPs that have resulted from a review that has been conducted at six month intervals between annual IFSPs or those that occur more frequently, if conditions warrant, such as a family request for a review.</p> <p>C = Any modification to a reviewed IFSP document should be indicated. On each Outcome(s) page there should be documentation that the outcomes were reviewed, whether they were continued, revised, or completed. Documentation should include progress made toward achieving outcomes, addition of new outcomes, modifications to outcomes, supports, and services. The family should date and initial any changes as well as sign the approved document on the IFSP team page. If the change was agreed upon by the family via a phone conversation, the SC must initial and date the change on the IFSP.</p> <p>N = there is no documentation of changes or approval of the changes in the reviewed IFSP.</p>	<p>Comments</p>
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5. Early intervention services result in improved and sustained functional outcomes.

<p>5.a.</p> <p>C</p> <p>N</p>	<p>5.a. Documentation of review of family resources, priorities, and concerns and corresponding follow-up (at least 6 month and annual, and other, as needed).</p> <p>Method: Review the Family Resources page and progress. Note whether the IFSP has been updated since the IFSP meeting or that a review has taken place. If the resources, priorities, and concerns have changed, verify that there is corresponding identification of resources to address the changes by the IFSP team.</p> <p>C = There is documentation of on-going discussions/reviews and progress notes of the family's resources, priorities, and concerns, and corresponding changes have occurred.</p> <p>N = There is no documentation of ongoing review, revisions and corresponding resources regarding the family's resources, priorities, and concerns.</p>	<p>Comments</p>
<p>5.b.</p> <p>C</p> <p>N</p>	<p>5.b. Documentation from team members indicate that the services provided addressed the identified IFSP outcomes (progress notes, monthly updates).</p> <p>Method: Review the service coordination file for documentation from the IFSP team members describing the activities implemented.</p> <p>C = Progress notes and/or monthly reports from IFSP team members indicate clearly how activities and services provided addressed the outcomes for which they have responsibility, as designated by the IFSP.</p> <p>N = Progress notes and/or monthly reports do not reflect that services provided are related to or addressed the identified outcomes as designated by the IFSP.</p>	<p>Comments</p>
<p>5.c.</p> <p>C</p> <p>N</p>	<p>5.c. Documentation of ongoing coordination with family and community resources.</p> <p>Method: Review the service/support coordinator's file.</p> <p>C = There is documentation on the IFSP or in the progress notes that the service/support coordinator is coordinating with family and community resources.</p> <p>N = There is no documentation of coordination with family and community resources.</p>	<p>Comments</p>

303.342	<p>5.d.</p> <p>C</p> <p>N</p> <p>N/A if child in service less than 6 months</p>	<p>5.d. Documentation of outcome(s) status at 6 month review and annual.</p> <p>Method: Review the IFSP for indications and documentation of review and progress.</p> <p>C = There is documentation on the IFSP Child/Family Desired Outcomes page(s) and the IFSP Team page that the IFSP was reviewed at least every six months, or sooner, and progress on outcomes noted.</p> <p>N = There is no documentation of review or progress. Review occurred later than six months from the date of the initial or annual IFSP.</p>	Comments
	<p>5.e.</p> <p>C</p> <p>N</p> <p>N/A if child in service less than 6 months</p>	<p>5.e. Documentation of progress towards outcomes or achievement of outcomes</p> <p>Method: Review the Child/Family Desired Outcome page of the IFSP for documentation of progress towards outcomes.</p> <p>C = There is documentation on the IFSP Child/Family Desired Outcomes page(s) that the child has made progress or achieved the outcome(s).</p> <p>N = There is no documentation of progress or achievement nor revision to IFSP outcome(s) when no progress has been noted.</p>	

Transition:

6. All children exiting AzEIP or transitioning to another program receive appropriate, facilitative transition planning.

6.a. <div style="text-align: center;"> C N N/A </div>	<p>6.a. Documentation of discussions throughout a child's enrollment in AzEIP, of all available programs and service options after the child's third birthday.</p> <p>Method: Review transition pages of IFSP or contact notes for evidence of discussions with the family.</p> <p>C = There is documentation, including the date, on the Transition Plan and Timeline page of the IFSP indicating that parents were informed of available programs and services available after a child's third birthday.</p> <p>N = There is no documentation of information on the Transition Plan and Timeline page provided to the family about available programs and services after a child's third birthday.</p> <p>N/A= Child not yet two years old.</p>	Comments
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<p>6.b.</p> <p>C</p> <p>N</p> <p>N/A</p>	<p>6.b. Documentation that parents provided consent to release records to forward to the identified programs/individuals. And/or documentation that families were provided a copy of current records.</p> <p>Method: Review of transition pages of IFSP, review of consent to share information, review of Records Released/Access log.</p> <p>C= Evidence that consent was obtained/records were released when a child was transitioning from one program to another. Evidence in the transition pages of IFSP or in contact notes that parents did not want to provide consent for release of records.</p> <p>N= No evidence of consent and no records released; or no evidence of refusal.</p> <p>N/A= Child not yet two years old.</p>	<p>Comments</p>
<p>6.c.</p> <p>C</p> <p>N</p> <p>N/A</p>	<p>6.c. Documentation that educational options were identified and discussed with the family (community preschool program, Head Start, preschool special education).</p> <p>Method: Review Transition pages of IFSP.</p> <p>C = Evidence that options were identified and documented.</p> <p>N = No evidence that options were identified and/or documented.</p> <p>N/A= Child not yet two years old.</p>	<p>Comments</p>

<p>6.d.</p> <p>C</p> <p>N</p> <p>N/A</p>	<p>6.d. Documentation of assigned responsibilities for transition.</p> <p>Method: Review the Transition Plan and Timeline page of the IFSP.</p> <p>C = There is documentation of responsibilities on the Transition Plan and Timeline page of the IFSP or in the progress notes. Documentation includes the assigned responsibilities for the steps to be taken to ensure a smooth transition for the child receiving early intervention services, to preschool or other appropriate services by the child's third birthday.</p> <p>N = There is no documentation on the Transition Plan and Timeline page of the IFSP, or in the progress notes, of steps and responsibilities to ensure a smooth transition.</p> <p>N/A= Child has not transitioned from one program to another.</p>	<p>Comments</p>
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<p>6.e.</p> <p>C</p> <p>N</p> <p>N/A</p>	<p>6.e. Documentation that transition is completed within timelines (by the child's third birthday).</p> <p>C = There is documentation either on the Transition Plan and Timeline page of the IFSP or in the progress notes, that the child completed transition by his/her third birthday.</p> <p>N = The documentation shows that the child did not complete transition by his/her third birthday.</p> <p>N/A = Child not yet three.</p>	<p>Comments</p>
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7. All children transitioning to Part B services receive transition planning services that ensure a free appropriate public education by their third birthday.

<p>303.148</p> <p>7.a.</p> <p>C</p> <p>N</p>	<p>7.a. Transition conference date is included on cover of IFSP. (The date child will be 2.6 years old).</p> <p>Method: Review the IFSP cover sheet.</p> <p>C = The box on the bottom right corner of the IFSP cover page indicates the date when the child will be 2 years 6 months.</p> <p>N = No date is indicated. The box is empty. The wrong date is indicated.</p>	<p>Comments</p>
	<p>Documentation that Arizona Transition Planning Form, Part 1 was completed and sent to appropriate participants.</p> <p>Method: Look for a copy of the Az Transition Planning Conference Form, Part 1 in file</p> <p>C = Copy of Part 1 in file</p> <p>N= No copy of Part 1 in file</p> <p>N/A= not yet time to send out Part 1.</p>	

<p>Sec. §303.344(h) Sec.303.148</p> <p>7.b.</p> <p>C</p> <p>N</p> <p>N/A</p>	<p>7.b. Documentation that transition planning conference was held between 2.6 years to 2.9 years.</p> <p>Method: Review the file for the:</p> <p>Arizona Transition Planning form part 11 that documents the date meeting was held, review IFSP or progress notes for documentation.</p> <p>C = Documentation that the planning conference was held between 2.6-2.9.</p> <p>N = There is no documentation of Az Transition Planning form, no documentation on the IFSP or in the progress notes that the transition meeting was held.</p> <p>N/A= Child is not yet 2.6-2.9 years old.</p>	<p>Comments</p>
	<p>7.b. (1) Documentation that Part 11 of the Arizona Transition Planning Form was completed.</p> <p>Method: Review file to see if a copy of Part 11 of the form is completed</p> <p>C= Completed Copy is included in file.</p> <p>N= No copy included in file.</p> <p>N/A= Child not yet 2.6-2.9</p>	

<p>7.c.</p> <p>C</p> <p>N</p> <p>N/A</p>	<p>7.c. With parental consent, documentation that a <u>current</u> comprehensive developmental assessment, IFSP, and other appropriate records were provided to the public education agency (PEA) during the transition planning conference.</p> <p>Method: Review of transition pages of IFSP, review of consent to share information, review of Records Released/Access log.</p> <p>C= Evidence that consent was obtained/records were released. Evidence in the transition pages of IFSP or in contact notes that parents did not want to provide consent for release of records.</p> <p>N= No evidence of consent and no records released; or no evidence of refusal.</p> <p>N/A= Child is not yet 2.6-2.9 years old.</p>	<p>Comments</p>
<p>7.d.</p> <p>C</p> <p>N</p> <p>N/A</p>	<p>7.d. Documentation of transition conference participants includes a representative from the PEA, when appropriate.</p> <p>Method: Review the transition pages for conference participants that include PEA representation.</p> <p>C = PEA representative present.</p> <p>N = PEA representative absent.</p> <p>N/A= Child is not yet 2.6-2.9 years old.</p>	<p>Comments</p>

7.e. C N N/A	7.g. Documentation that the Service/Support Coordinator participated in the planning process (i.e., IEP meeting) Method: C = Documentation on the Transition pages ogf IFSP or in progress notes that the SC participated in the IEP meeting. N = Documentation on the Transition pages of IFSP or in progress notes that the SC participated in the IEP meeting. N/A = Child is not yet 2.6-2.9 years old – is not in the transition process.	Comments
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8. Parents of eligible infants and toddlers are aware of and understand their rights and procedural safeguards.

When reviewing the document, please note the presence (or date) of the following items.

C = Compliance (Item is present.)

N = Non-compliance (Item absent.)

WHAT TO LOOK FOR	Initial Evaluation and Assessment	Eligibility	Initial IFSP (Initiation of EI Services)	IFSP Review (6 month or other)	Annual IFSP	File Maintenance
303.403 (a) (b) (c)(1-3) 8.a. Prior written notice given Includes documentation that family was provided the "Procedural Safeguards for Families" handbook.	1. Prior Written Notice/Consent to Evaluate form)	2. Eligibility/ Ineligibility letter	3. Signature page of the IFSP or Notice of Action form	4. Signature page of the IFSP or Notice of Action form	5. Signature page of the IFSP or Notice of Action form	
303.304 (a)(1) 8.c. 1.Consent to evaluate given						

303.304 (a)(2) 8.c.2. Consent to initiate early intervention services (parent signature on IFSP).			a.	b.	c.	
8.d. Confidentiality 1. Method: Record Access Log is used.						1.
2. Permissions to share confidential information less than one year.						2.

Child File Audit Guide Summary

Summary/Comments:

Recommendations:

Review: _____
(signature)

Date: _____